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1986 EVALUATION REPORT

MONTANA MIGRANT EDUCATION PROGRAM

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MONTANA MIGRANT EDUCATION PROGRAM

1986 EVALUATION REPORT

ECIA Chapter 1 Migrant Education

Montana Office of Public Instruction
Ed Argenbright, Superintendent
State Capitol
Helena, Montana 59620

Cover photo: Jose Orantes, Artist. Courtesy National Migrant Referral Project, Austin, Texas.
For more information, contact (512) 447-0770.

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FOREWORD

Each year, as Montana's farming season heightens with the greens of early summer, a unique group of children comes to several communities in the Lower Yellowstone River Valley. They are the sons and daughters of agricultural workers who follow the planting, cultivation and harvest of major crops in the West. Their parents' work is seasonal, temporary and often found in many states--Colorado, Wyoming, Washington, California--within a single year. In Montana, it is the sugar beet industry and cherry harvest that bring these families to the Yellowstone and Flathead valleys.

The summer of 1986 again provided a unique opportunity for Montana educators from Bigfork, Billings, Fromberg, Glendive, Hardin, Hysham and Sidney to focus on the special needs of migrant children who travel with their parents to our state.

The opportunity to work exclusively with migrant students and to innovate without the distractions that are often present during the regular school year has resulted in the implementation of highly effective learning programs designed especially for migrant students.

One such program which met with tremendous success in Montana this year was the Portable Assisted Study Sequence, or PASS program, for secondary students. This program is a semi-independent study program for students in grades 9-12. Teachers meet with students two to three times a week. It is designed to provide independent study packets whereby migrant high school students can receive credits toward graduation requirements as they continue their mobile lifestyle following the crops.

The portable learning packages are adapted for migrant students' use and enable them to proceed at their own pace. The program also provides competency-based credits for skills, interests and educationally related life experiences. The PASS program incorporates a correspondent format supported by certificated contact persons at each school site. The PASS program reduces the disruptive effect that migrancy has on a child's education resulting in fewer dropouts and a significantly higher graduation rate.

After twenty years of serving the migrant child, though it is for a comparatively short time, the Montana Migrant Education Program continues its ongoing commitment to creating a positive educational climate in which student growth and success are fostered.

ACKNOWLEDGEMENTS

The data in this report were compiled with the cooperation of the Montana Migrant Education Program 1986 Project Directors: Tim Mares, Billings; Rich Alberta, Fromberg; John Trangmoe, Glendive; Cheryl Crawley and Gloria Ripley, Hardin; Bud Veis, Hysham; Brent Potts, Sidney; and Geri Baker, East Slope. Jose Orantes created the cover; it was reprinted with his permission. For more information, contact the National Migrant Referral Project in Austin, Texas. Word Processing Center of the Office of Public Instruction provided the graphs for this report.

GRAPHS AND TABLES

1986 Participation Data: Frequency by year of birth
1986 Participation Data: Frequency by grade
1986 Participation Data: Frequency by migrant status
1986 Participation Data: Frequency by gender
1986 Participation Data: Frequency by ethnicity

1985 vs 1986 Recruitment Data: By grade level (number of children)

Reading Scores for Billings
Reading Scores for Fromberg
Reading Scores for Glendive
Reading Scores for Hardin
Reading Scores for Hysham
Reading Scores for Sidney

Math Scores for Billings
Math Scores for Fromberg
Math Scores for Glendive
Math Scores for Hardin
Math Scores for Hysham
Math Scores for Sidney
Math Composite
Secondary Student Data

Home Base Information
Bilingual Staff
Program Administration

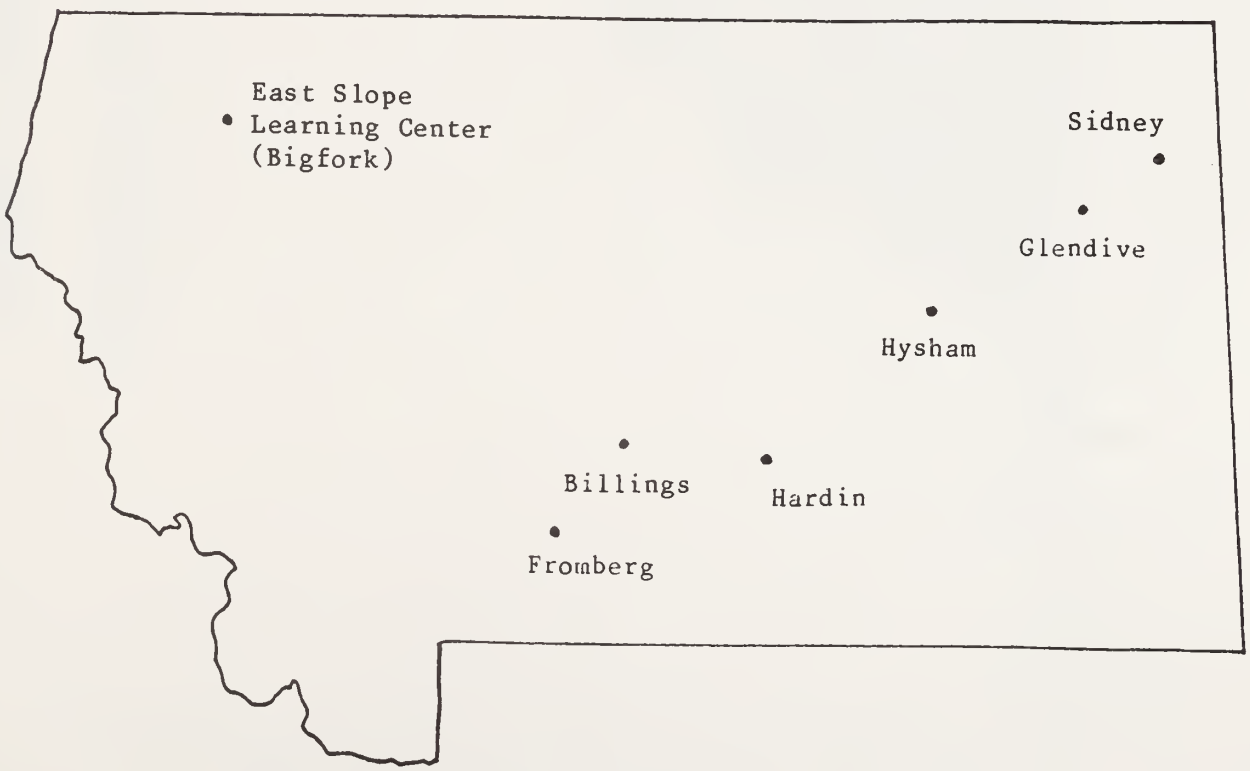
STATE OF MONTANA: PROGRAM DESCRIPTION

The Montana Migrant Education Program is under the general jurisdiction of the ECIA Chapter 1 Director in the Montana Office of Public Instruction, Helena, Montana. The operation and daily administration of the programs are contracted to each local participating education agency throughout the state.

Local programs usually are conducted at six sites along a 400-mile stretch of the Lower Yellowstone and Bighorn rivers: Fromberg, Billings, Hardin, Hysham, Glendive, and Sidney (see map below). Cherries are the important seasonal crop in the Flathead Lake Region where a migrant site, the East Slope Learning Center, is located in Bigfork.

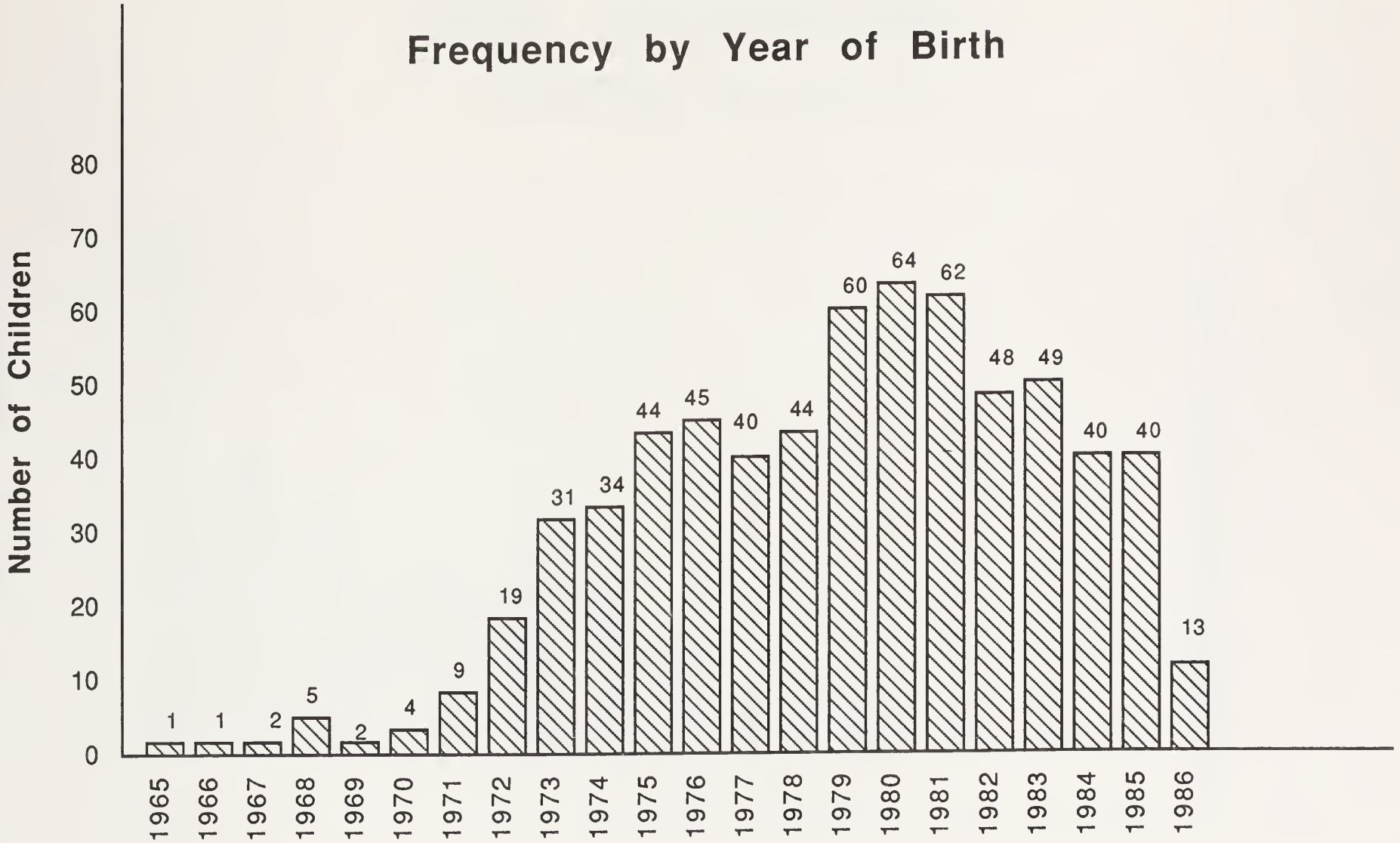
The Montana Migrant Education Program serves the children of migrant workers who are employed in the state's sugar beet and cherry industries. Although Texas is the home state of over 85 percent of the sugar beet workers in Montana, others are from Washington, California, Oregon, Kansas, Michigan, Oklahoma, Florida, Idaho, Colorado, Kentucky, Wisconsin, Wyoming, Arizona, and Iowa. The majority of the children are of Mexican ancestry with a small number of Kickapoo Indians also in attendance.

MONTANA PROGRAM SITES 1986



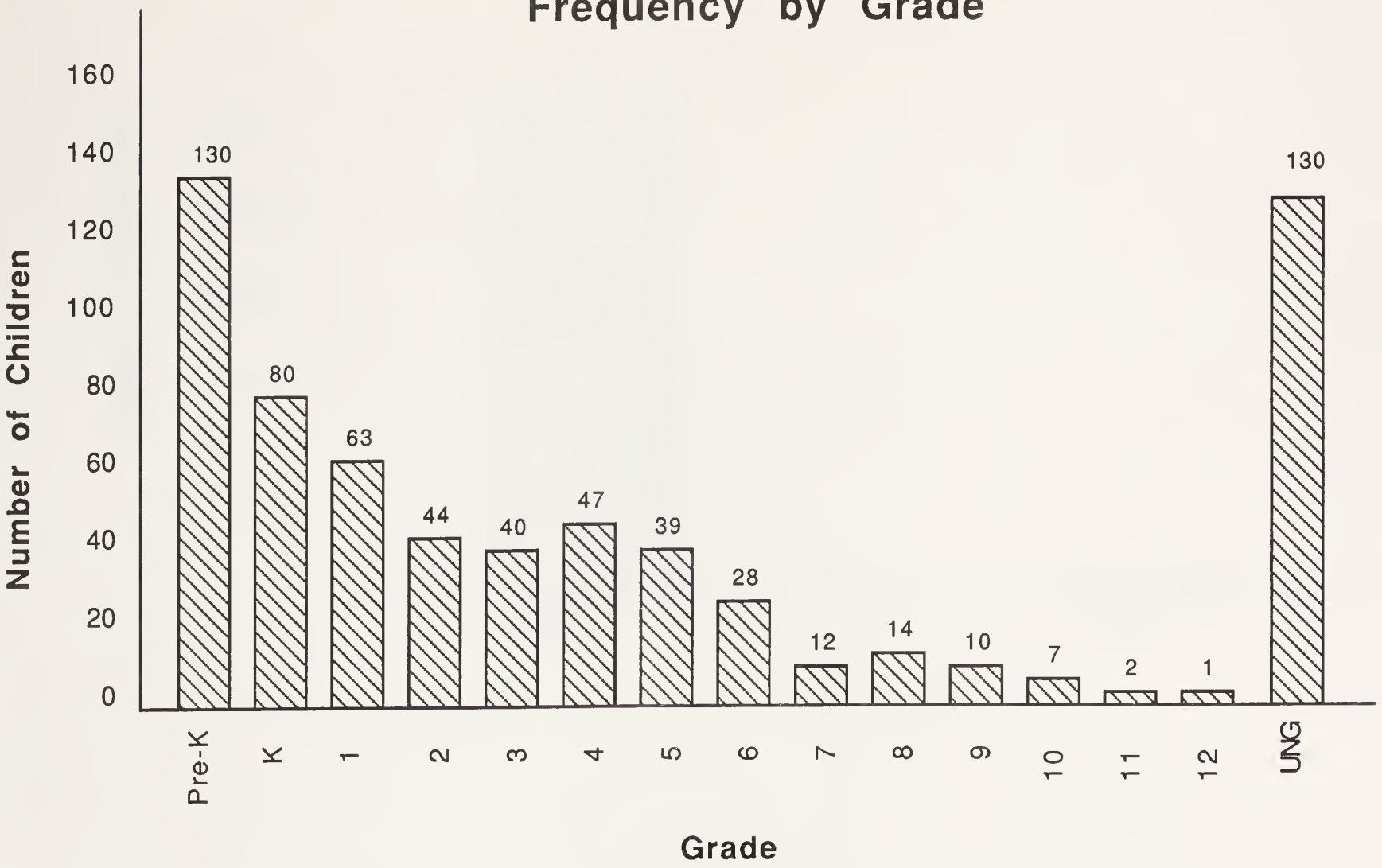
1986 Participation

Frequency by Year of Birth



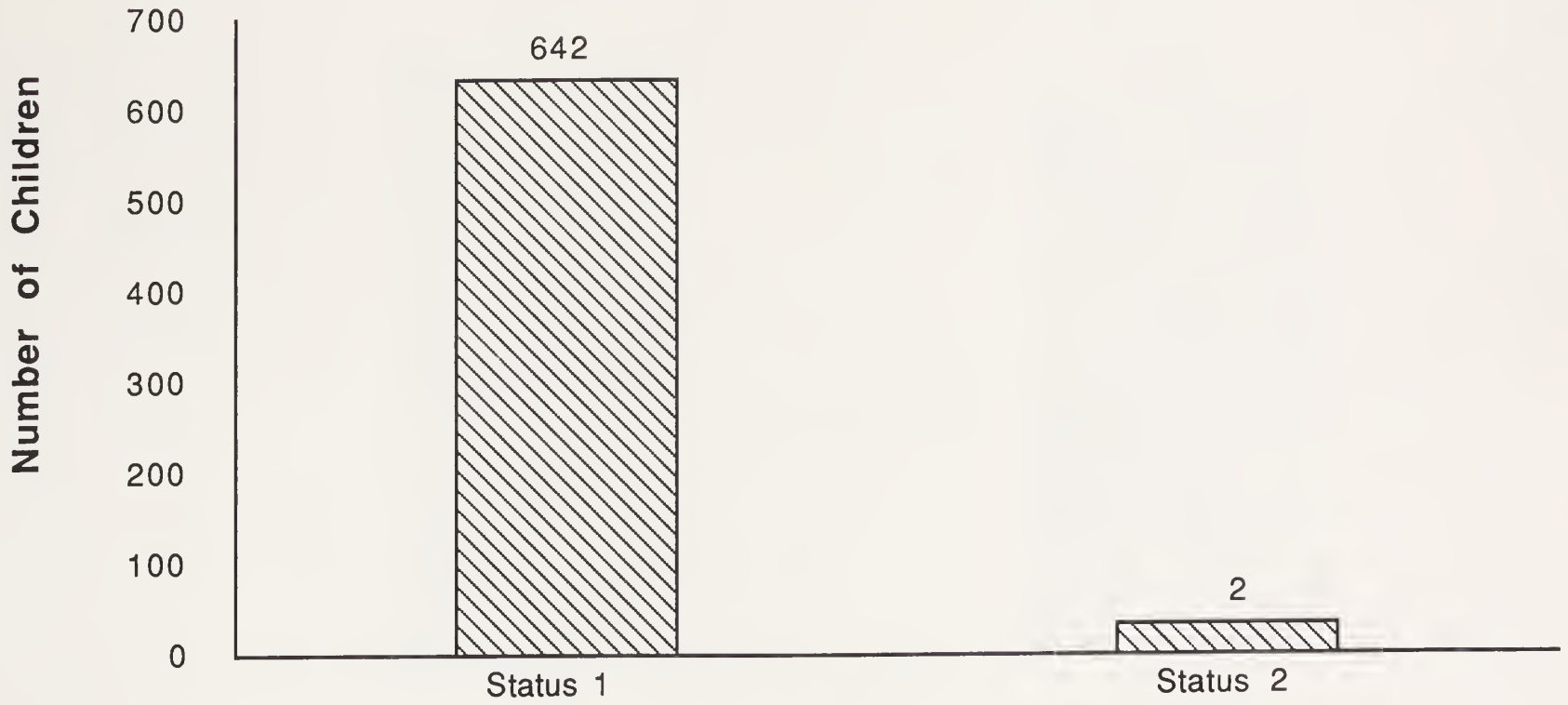
1986 Participation

Frequency by Grade



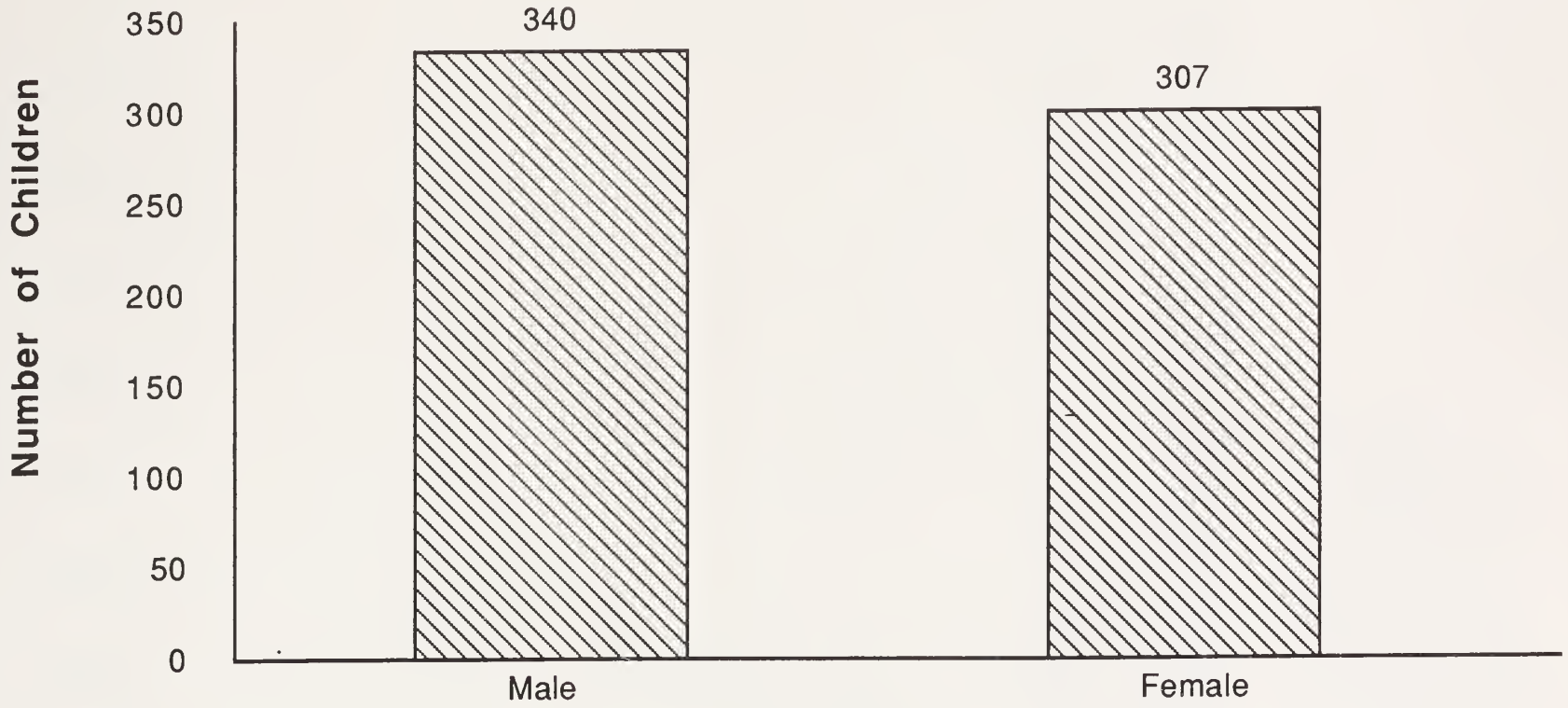
1986 Participation

Frequency by Migrant Status

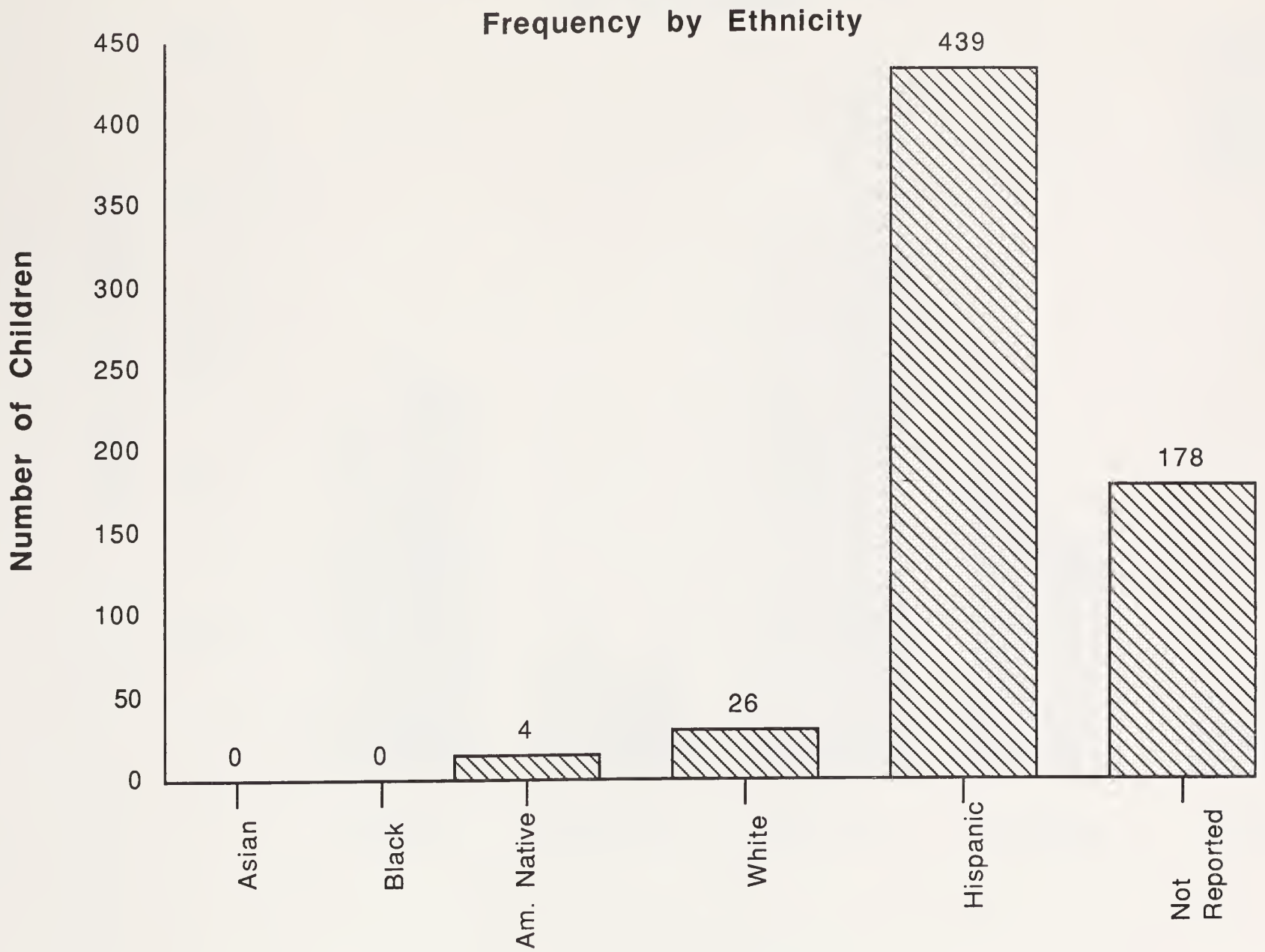


1986 Participation

Frequency by Gender

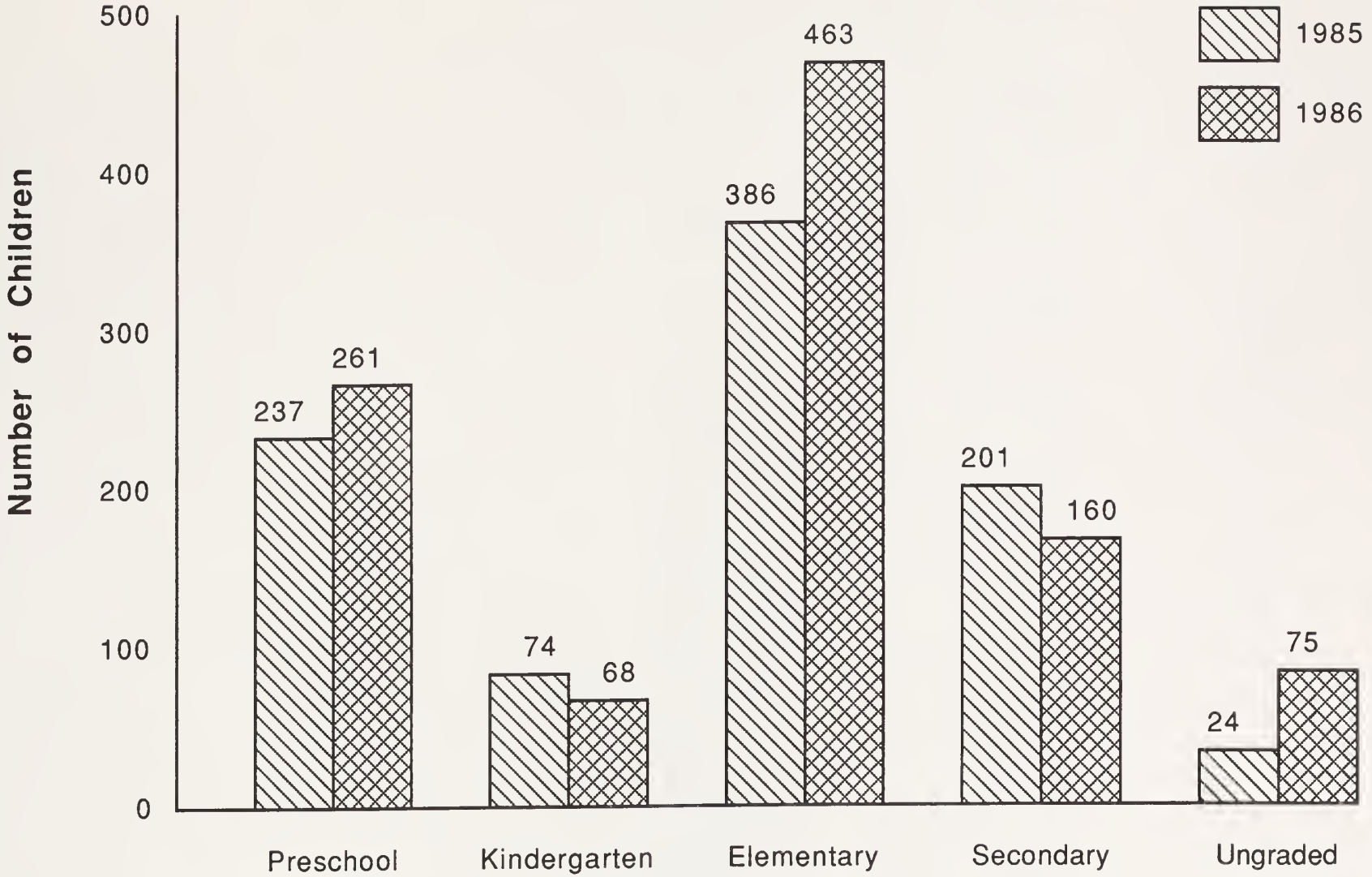


1986 Participation



Recruitment: 1985 vs. 1986

By Grade Level



READING INSTRUCTIONAL PROGRAM

The reading instructional component used in the Montana Migrant Education Program is Reading Basics Plus, a developmental reading program designed to help students master the skills they need to become proficient readers. At primary levels, vocabulary pages precede each collection of stories to expand reading vocabulary and introduce the functions of glossaries and dictionaries. As students advance in reading ability, activity pages give them an opportunity for independent review and application of previously taught skills. At the kindergarten level, Preparate/Listo provides a Spanish bilingual reading readiness program, another valuable aspect of the program.

Test data reported for the new Reading Program do not represent standard scores or NCEs. The number of students with matched pre/post scores is less than the number of migrant participants. Test data also do not reflect a testing schedule inside regular norms; all data is reported for summer only (five to six weeks). The pre/post scores represent point-in-time testing, which differed greatly from site to site in administration, content length, and reporting methods.

READING TEST SCORES FOR BILLINGS

	Testing Instrument: Harper Row Curriculum Based												
	Readiness Test	Aa Test	Ab Test	Ad Test	Ae Test	A Test	Ba Test	Bb Test	Ca Test	Cb Test	Da Test	Ea Test	Fa Test
Mean pretest	25	11		18				25		29	29		
Mean post-test	41	19		24				31		34	32		
Gain+ or loss-	16	+7		+6				+6		+5	+3		
Total possible	45	23		27				34		38	42		
Number tested	6	2		4				8		1	7		
Average age	6	7		7				8		13	11		

READING TEST SCORES FOR FROMBERG

	Testing Instrument: Harper Row Curriculum Based												
	Readiness Test	Aa Test	Ab Test	Ad Test	Ae Test	A Test	Ba Test	Bb Test	Ca Test	Cb Test	Da Test	Ea Test	Fa Test
Mean pretest	68			18				35		25	21	25	
Mean post-test	80			24				40		29	26	28	
Gain+ or loss-	+12			+6				+4		+5	+4	+3	
Total possible	90			25				39		39	44	41	
Number tested	7			1				8		5	7	7	
Average age	6			7				8		13	11	11	

READING TEST SCORES FOR GLENDIVE

	Testing Instrument: Harper Row Curriculum Based												
	Readiness Test	Aa Test	Ab Test	Ad Test	Ae Test	A Test	Ba Test	Bb Test	Ca Test	Cb Test	Da Test	Ea Test	Fa Test
Mean pretest	52	7			16			28		23		22	24
Mean post-test	75	19			22			34		25		24	25
Gain+ or loss-	+23	+12			+6			+6		+2		+2	+1
Total possible	90	23			26			44		38		41	40
Number tested	6	2			7			7		3		9	6
Average age	6	7			9			9		9		10	12

READING TEST SCORES FOR HARDIN

	Testing Instrument: Harper Row Curriculum Based												
	Readiness Test	Aa Test	Ab Test	Ad Test	Ae Test	A Test	Ba Test	Bb Test	Ca Test	Cb Test	Da Test	Ea Test	Fa Test
Mean pretest	48	14				93	118	21				18	
Mean post-test	70	16				99	126	22				19	
Gain+ or loss-	+22	+2				+6	+8	+1				+1	
Total possible	90	23				130	130	42				39	
Number tested	11	7				5	1	6				3	
Average age	5	7				8	9	10				11	

READING TEST SCORES FOR HYSHAM

	Testing Instrument: Harper Row Curriculum Based												
	Readiness Test	Aa Test	Ab Test	Ad Test	Ae Test	A Test	Ba Test	Bb Test	Ca Test	Cb Test	Da Test	Ea Test	Fa Test
Mean pretest	83	14	18	16	17			27	38		26	27	28
Mean post-test	90	17	21	21	18			39	47		34	30	36
Gain+ or loss-	+7	+3	+3	+5	+1			+12	+9		+8	+3	+8
Total possible	90	23	23	25	26			44	54		42	41	40
Number tested	8	3	1	3	1			1	4		2	1	2
Average age	6	7	7	8	9			12	10		10	11	13

READING TEST SCORES FOR SIDNEY

	Testing Instrument: Harper Row Curriculum Based												
	Readiness Test	Aa Test	Ab Test	Ad Test	Ae Test	A Test	Ba Test	Bb Test	Ca Test	Cb Test	Da Test	Ea Test	Fa Test
Mean pretest	58	16			13	27		25		18	19	22	27
Mean post-test	78	19			21	37		32		21	21	22.6	29
Gain+ or loss-	+20	+3			+7	+10		+7		+3	+2	+.6	+2
Total possible	90	23			26	44		44		38	42	41	40
Number tested	13	5			6	4		5		7	11	5	1
Average age	6	7			8	8		9		9	10	11	12

MATH PROGRAM

Teachers and students continue to support the Edits Individualized Math Program (IMP) used in the Montana Migrant Education Program. As in the past, a growing number of students continue to select Edits Math as their favorite school subject, largely because of its individualized presentation. The organization, procedure, and format are well suited to the Montana Migrant Education Program. The breakdown of skills (stated objectives in clear and concise language) is not only helpful to the children, it also clarifies the objectives for the teacher who might not be acquainted with the objectives of that particular grade.

Test data reported for the Math Program do not represent standard scores or NCEs. The number of students with matched pre/post scores is less than the number of migrant participants. Test data also do not reflect a testing schedule inside regular norms; all data are reported for summer only (five to six weeks). The pre/post scores represent point-in-time testing, which differed greatly from site to site in administration.

MATH SUMMARY FOR BILLINGS

ITEM	Math Levels: IMP				
	K	1	2	A	B
Start of term	12	21	30	37	42
End of term	14	26	35	45	49
Gain	2	5	5	8	7
Possible score	18	36	41	49	69
Number tested	16	11	12	14	12
Average age	6	7	8	11	11

MATH SUMMARY FOR FROMBERG

ITEM	Math Levels: IMP				
	K	1	2	A	B
Start of term	12	16	31	33	46
End of term	18	21	36	39	53
Gain	+7	+6	+7	+7	+8
Possible score	18	36	41	49	69
Number tested	8	8	10	25	9
Average age	6	7	8	10	11

MATH SUMMARY FOR GLENDIVE

ITEM	Math Levels: IMP				
	K	1	2	A	B
Start of term	12	22	27	39	39
End of term	16	26	34	43	41
Gain	+4	+4	+7	+4	+2
Possible score	18	36	41	49	69
Number tested	7	13	11	23	6
Average age	6	7	8	10	10

MATH SUMMARY FOR HARDIN

ITEM	Math Levels: IMP				
	K	1	2	A	B
Start of term	10	26	26	46	34
End of term	14	31	31	54	42
Gain	+4	+5	+5	+8	+8
Possible score	18	36	41	49	69
Number tested	11	4	9	5	4
Average age	5	8	9	10	11

MATH SUMMARY FOR HYSHAM

ITEM	Math Levels: IMP				
	K	1	2	A	B
Start of term	15.9	24.9	32.8	37.7	48.8
End of term	18	30.1	37.9	42.9	53.3
Gain	2.1	5.1	5.1	5.2	4.5
Possible score	18	36	41	49	69
Number tested	9	18	21	13	6
Average age	6	7	9	10	13

MATH SUMMARY FOR SIDNEY

ITEM	Math Levels: IMP				
	K	1	2	A	B
Start of term	3	17	28	29	37
End of term	6.4	19	34	32	40
Gain	+3.4	+2	+6.2	+3	+3
Possible score	18	36	41	49	69
Number tested	22	18	7	17	20
Average age	5	7	8	9	12

MATH COMPOSITE

ITEM	Math Levels: IMP				
	K	1	2	A	B
Start of term	10.82	21.15	29.13	36.98	41.00
End of term	14.40	25.52	34.65	42.50	46.33
Gain	+3.58	+4.37	+5.52	+5.52	+4.53
Possible score	18	36	41	49	
Number tested	12	12	11	16	9
Average age	5.67	7.17	8.33	10	11.50

INTERSTATE P.A.S.S. STATISTICAL DATA

Summer 1986

Status	9th		10th		11th		12th		Total
(Circle)	M	F	M	F	M	F	M	F	
I or IV	11	12	3	3	1	4	4	1	39
II or V									
III or VI									

M = Male F = Female
Agriculture = I-III
Fishing = IV-VI

F	M	
20	19	1
Grand Total		1986 Graduates

AGE AND ETHNICITY

Grade 9	Grade 10	Grade 11	Grade 12
Age H 12 14 B W (Circle) NAI	Age H 3 15 B W (Circle) NAI	Age H 1 16 B W (Circle) NAI	Age H 2 17 B W (Circle) NAI
Age H 8 15 B W (Circle) NAI	Age H 16 B W (Circle) NAI	Age H 1 17 B W (Circle) NAI	Age H 1 18 B W (Circle) NAI
Age H 16 B W (Circle) NAI	Age H 4 17 B W (Circle) NAI	Age H 1 18 B W (Circle) NAI	Age H 19 B W (Circle) NAI
Age H 2 17 B W (Circle) NAI	Age H 2 18 B W (Circle) NAI	Age H 19 B W (Circle) NAI	Age H 2 20 B W (Circle) NAI
			Grand Total H 39 B W NAI

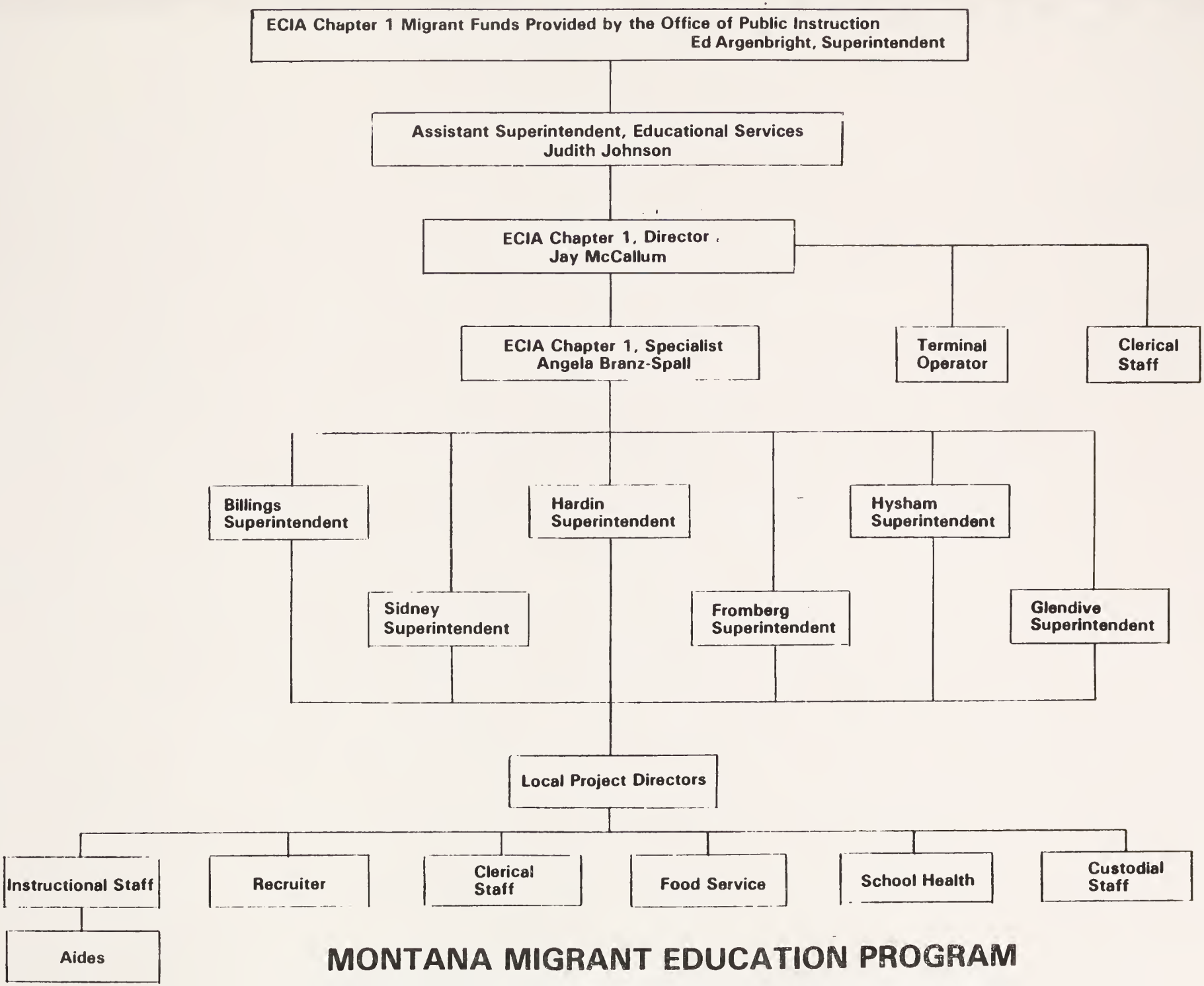
H = Hispanic B = Black W = White N = Native American A = Asian I = Indian

Course	Number Enrolled	Number Dropped	Completed One or More Units
Art	0		0
English	24		6
History/ Geography	3		0
Government Civics			
Math	10		3
Science	2		1
Electives			
Total	39		10

BILINGUAL STAFF

PROJECT	BILINGUAL TEACHERS	BILINGUAL AIDES	OTHER BILINGUAL STAFF	TOTAL BILINGUAL STAFF
Billings Elementary	2	2	6	10
East Slope	1	0	1	2
Fromberg	2	0	5	7
Glendive	1	0	2	3
Hardin	0	0	4	4
Hysham	0	0	4	4
Sidney	0	3	4	7
TOTAL	6	5	26	37

Home Base
Number of Children
0
100
200
300
400
500
600
700
Home State
Texas
694
Washington
112
California
78
Oregon
25
Kansas
18
Michigan
17
Oklahoma
12
Florida
9
Idaho
5
Wisconsin
4
Colorado
3
Kentucky
3
Montana
2
Wyoming
2
Arizona
1
Iowa
1
Other
9



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